

**The 3 R's of Multidisciplinary Evaluation:  
Requirements, References, and Reports**

**Arizona Department of Education  
Exceptional Student Services**

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## **Section 1**

### **Introduction**

## The 3 Rs of Multidisciplinary Evaluations

***ADE/ESS Mission: To promote the development and implementation of quality education for students with disabilities***

Evaluation is an essential element in the special education process. The IDEA '97 regulations set specific requirements for conducting an appropriate evaluation. It is vital for those individuals suspected of having a disability and agencies involved in evaluating students to be informed about those requirements.

This document, **The 3 R's of Multidisciplinary Evaluation: Requirements, References, and Reports**, was developed to assist school personnel in navigating the multidisciplinary evaluation process. The enclosed forms can be used as real-time (as it occurs) documentation of the evaluation process or can be used at the end of the process to ensure inclusion of all necessary components in the evaluation report.

For the purposes of this document, the real-time approach to the Multidisciplinary Evaluation Team report (MET report) will be used. The report enables team members to document the review of existing data, consideration of additional data, and determination of eligibility at the time each step is completed. Upon completion, the report serves as the formal MET evaluation report.

It is critical to remember that this MET report is provided as an alternative to the traditional practice of producing an evaluation report at the conclusion of the review and collection of data. A direction section is included which outlines the eight steps to completing the MET evaluation. In addition, blank MET forms are provided. Completion dates are included at the end of each major portion of the sample MET report to emphasize and document the real-time nature of this evaluation process.

This approach necessitates changes in the look of the Multidisciplinary Evaluation Team (MET) process. These changes are reflected in the MET report format and eligibility forms provided in this document. The *Determination of Eligibility* forms in this document were designed specifically to be used with this real-time MET report. Therefore, it is critical that personnel utilize these revised *Determinations of Eligibility* forms *only* when they choose to use the real-time MET report format. If the eligibility forms are used separately from the included MET report format, the signatures of team members will be required at the time of determination of eligibility in order to document team decision-making.

Included in this technical assistance manual are:

- Real-time MET report directions and sample MET forms;
- A checklist guide to assist parents and school personnel in creating a multidisciplinary evaluation report using any format;
- Applicable federal regulations, Arizona Revised Statutes, and revised Arizona Administrative Code to assist parents and school personnel in identifying the legal requirements of the evaluation process;
- Reference pages to assist parents and school personnel in identifying appropriate categories of disability and citations from federal regulations and Arizona Revised Statutes, and;
- Evaluation definitions and considerations.

## **Section 2**

### **Multidisciplinary Evaluation Team Report (MET) Instructions for Documentation**

## **Directions for completing the Multidisciplinary Evaluation Team (MET) Report**

*The purpose of this MET report format is to document the evaluation process as it occurs, utilizing one continuous form. The MET report enables team members to document the review of existing data, consideration and collection of additional data, and the determination of eligibility **at the time each step is completed**. Upon completion, the MET report serves as the formal evaluation report.*

*This MET report format is provided as an alternative to the traditional evaluation practice of producing the report at the end of the evaluation process. Completion dates are included at the end of each section to emphasize and document the evaluation **process**. This section provides the eight steps to completing the MET forms. Following this section, blank MET forms are provided.*

### **Step 1 - Review of existing data (300.533) (ARS 15 –766)**

It is intended that the MET and other qualified professionals (as appropriate), review all relevant existing data about a child, including data provided by the parents and, where appropriate, data from evaluations conducted by other agencies. When reviewing existing data, consideration must be given to the validity and reliability of the information and the resulting interpretations. When completing the review of existing data for the (MET) report, documentation of the information must be provided in each of the following areas.

- Review of current evaluations including type of tests and the results of those tests;
- Information provided by the parents, including medical and developmental information and history;
- Educational history including reason for referral, current classroom-based assessments, observations, and any information gathered through a child study team (prereferral team);
- Observations by teachers and related service providers, and;
- Whether the child's educational problems are related to, or resulting from, racial, and/or cultural considerations, or reasons of educational disadvantage.
- Proceed to Step 2

### **Step 2 - Consideration of Additional Data (300.533(c))**

Based on the review of existing data and input from the child's parents, the MET must identify what additional data, if any, are needed to determine:

- Whether the child has a particular category of disability or in the case of a reevaluation of a child, whether the child continues to have such a disability;
- The present levels of performance and educational needs of the child;
- Whether the child needs special education and related services, or in the case of a reevaluation of a child, whether the child continues to need special education and related services, and;
- Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP and to participate, as appropriate, in the general curriculum.
- **Proceed to Step 3 if NO additional data are needed.**
- **Proceed to Step 4 if additional data are needed.**

### **Step 3 –No additional data**

If no additional data are needed:

- Indicate to parents (either through prior written notice or within the body of the report) of the reasons for that decision, and;
- **For reevaluation only**, ensure parents are informed of their right to request additional assessments to determine whether the child continues to be a child with a disability. The public agency is not required to conduct additional assessments unless requested to do so by the child's parents for the purpose of IDEA eligibility.
- **Proceed to Step 6 - Eligibility Determination**

### **Step 4 –Additional data**

If the team determines that additional data are to be collected, they must ensure that tests and other evaluation materials;

- Are selected and administered so as not to be discriminatory on a racial or cultural bias;
- Are provided and administered in the child's native language or other mode of communication unless it is not clearly feasible to do so;
- For a child with limited English proficiency, materials and procedures are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education rather than measuring the child's English language skills, and;
- Ensure that the child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.
- **Prior to collecting identified additional data**, parental consent must be obtained and the parents provided with prior written notice explaining what additional data will be collected.
- **Proceed to Step 5**

### **Step 5 – Additional data collection**

After obtaining parental consent, the team:

- Collects identified additional data, and;
- Documents results of the additional data collected.
- **Proceed to Step 6 - Eligibility Determination**

### **Step 6 – Eligibility Determination**

Using all collected information, the MET:

- Completes appropriate ADE/ESS Category of Eligibility forms found in Section 5 of this document, and;
- Inserts eligibility form into MET report.
- **Proceed to Step 7 – Summary of Findings**



### **Step 7 – Summary of Findings**

The final step in the MET process is to discuss all evaluation information and document the student's:

- Present levels of educational performance;
- Educational needs, including assistive technology;
- Impact of any identified educational disadvantage, such as the lack of instruction in reading and math, and;
- The impact of any identified limited English proficiency.
- **Proceed to Step 8 – Participants in the MET process**

### **Step 8 – Participants in the MET Process**

Date and names of team members document:

- Participation in the MET process, and;
- The date the MET process was completed. This establishes the date for a subsequent re-evaluation within three years.





### **Section 3**

#### **Sample MET Report Form**

## Multidisciplinary Evaluation Team (MET) Report

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Student ID#: \_\_\_\_\_

Eligibility Determination Date: \_\_\_\_\_ Prior Eligibility Determination Date: \_\_\_\_\_

Vision date: \_\_\_\_\_ Results: \_\_\_\_\_ Hearing date: \_\_\_\_\_ Results \_\_\_\_\_

### Review of Existing Data by the Multidisciplinary Evaluation Team (300.533)

Review of current evaluations including type of tests and results of those tests:

Information provided by the parents, including medical and developmental information and history:

Educational history including reason for referral, current classroom based assessments, observations and any information gathered for a child study team:

Observations by teachers and related service providers:

Impact of any racial, and/or cultural considerations or educational disadvantage [ARS 15-766 (4)]:

**Consideration and identification of the need for additional data to be collected**

Is the existing information sufficient to determine:

- Whether the child has a particular category of disability or continues to have a disability;
- The present levels of performance and educational needs of the child;
- Whether the child needs or continues to need special education and related services, and;
- Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP and to participate, as appropriate, in the general curriculum?

YES ☐ (Omit the following page and complete the eligibility determination)

If no additional data are needed, what are the reasons for that determination?

***For reevaluation only, parents were notified of their right to request additional assessments to determine whether the child continues to be a child with a disability.*** ☐

NO ☐ (Use the following page to document collection of additional data.)

**Date Review of Existing Data Completed:** \_\_\_\_\_

If additional data are needed, what information needs to be collected?

<b><u>Parental Consent for Collection of Additional Data Identified Above</u></b>			
Signature_____	Date_____	Signature_____	Date_____
<i>Parents Provided Prior Written Notice (PWN)</i> <input type="checkbox"/>			

**Results from Additional Data**

Document the results of any additional data collected:

**Date Review of Additional Data Completed:** \_\_\_\_\_

**STOP!**

Complete and insert appropriate ADE/ESS Category of Eligibility form from Section 5 before proceeding.

Using all information, discuss and document the child's present level of educational performance **and** educational needs, **including** assistive technology, the impact of educational disadvantage, lack of instruction of reading and math, or limited English proficiency

**Date Evaluation and Eligibility Determination Completed:** \_\_\_\_\_

**MET Participants**

<b>Position/Relationship</b>	<b>Name</b>
<b>Parent</b>	
<b>Parent</b>	
<b>Student</b>	
<b>Regular Education Teacher</b>	
<b>Special Education Teacher</b>	
<b>LEA Representative</b>	
<b>Person interpreting evaluation results</b>	
<b>Other(s)</b>	

## **Section 4**

### **MET Report Checklist**

## MET REPORT CHECKLIST

Use this “MET Report Checklist” to assist you in creating a comprehensive report format that includes all the required components and considerations.

### **Biographical Information**

- |  |   |                                      |
|--|---|--------------------------------------|
| <input type="checkbox"/> Student Name                | <input type="checkbox"/> DOB                          | <input type="checkbox"/> Student ID# |
| <input type="checkbox"/> New Eligibility Date        | <input type="checkbox"/> Previous Eligibility Date    |                                      |
| <input type="checkbox"/> Current vision date/Results | <input type="checkbox"/> Current hearing date/Results |                                      |

### **Document Review of Existing Data (300.533)**

The MET team and other qualified professionals (as appropriate) reviewed:

- ☐ Current evaluations including type of tests and results of those tests
- ☐ Information provided by the parents, including medical and developmental information and history
- ☐ Educational history including reason for referral, current classroom based assessments, and observations
- ☐ Observations by teachers and related service providers
- ☐ Educational problems related to or resulting from reasons of educational disadvantage, racial, and/or cultural considerations. [15-766 (4)].

### **Consideration of Additional Data**

Based on the review of existing evaluation data and input from the child’s parents, the MET must identify if:

- ☐ **Additional data are needed** to determine whether the child has a particular category of disability or continues to have a disability, the present levels of performance and educational needs of the child, whether the child needs special education and related services, or continues to need special education and related services; and whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP and to participate, as appropriate, in the general curriculum.
  - ☐ Parental consent is obtained.
- ☐ **No additional data are needed.**
  - ☐ For reevaluation only, *parents are notified of their right to request an assessment to determine whether the child continues to be a child with a disability.*

### **Collection and Documentation of Additional Data**

- ☐ Document results of any additional data collected;
- ☐ Discuss and document the present level of educational performance and educational needs, including assistive technology, and;
- ☐ Discuss and document the impact of educational disadvantage, lack of instruction in reading or math, or limited English proficiency;
- ☐ Complete appropriate category of eligibility form, and;
- ☐ Document team membership.

## **Section 5**

### **Eligibility Determinations**



## Autism Determination of Eligibility

The determination is based on the following requirements:

- ☐ \_\_\_\_\_ has a developmental disability that significantly affects verbal and nonverbal communication and social interaction and that adversely affects educational performance. Characteristics include irregularities and impairments in communication, engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines and unusual responses to sensory experiences. Autism does not include children with characteristics of emotional disability as defined in section 15-761(5) [ARS15-761(1)].
- ☐ The student was evaluated in all areas related to the suspected disability.

---

☐ Student **does not** meet criteria for Autism.

☐ Student **does** meet criteria for Autism. (A student shall not be determined to be a child with a disability if the determinant factor is lack of instruction in reading, math, or limited English proficiency [300.534(b)]).

**Describe any additions or modifications needed to allow the child to progress in the general curriculum and, for reevaluation, meet annual goals [ARS 15-766(B)(8)].**

## Special Education Determination

This student with **Autism**...

- ☐ Needs special education and related services
- ☐ Does **not** need special education and related services

Date Eligibility Determined \_\_\_\_\_

## Parents provided with PWN

**Note:** The IEP must be developed within 30 days of determination of eligibility [300.343(b)(2)].

Procedures for the initial full and individual evaluation of children suspected of having a disability and for the re-evaluation of students with disabilities shall meet requirements of IDEA and regulations, and State statutes and State Board of Education rules [AAC R7-2-401(D)(2)].

## Emotional Disability Determination of Eligibility

The determination is based on the following requirements:

- ☐ \_\_\_\_\_ exhibits **one or more** of the following characteristics over a long period of time and to a marked degree that adversely affects his/her performance in the educational environment [ARS 15-761(5)].

Y/N An inability to learn which cannot be explained by intellectual, sensory, or other health factors,

Y/N An inability to build and maintain satisfactory interpersonal relationships with peers and teachers,

Y/N Inappropriate types of behavior or feelings under normal circumstances,

Y/N A general pervasive mood of unhappiness or depression,

Y/N A tendency to develop physical symptoms or fears associated with personal or school problems

*\*Includes children who are schizophrenic but does not include children who are socially maladjusted unless they are also determined to have an emotional disability as provided in ARS 15-766.*

- ☐ The emotional disability has been verified by a psychiatrist, licensed psychologist, or certified school psychologist [AACR7-2-401(D)(5)(a)].

- ☐ The student was evaluated in all areas related to the suspected disability.

---

☐ Student **does not** meet criteria for an Emotional Disability

☐ Student **does** meet criteria for Emotional Disability (a student shall not be determined to be a child with a disability if the determinate factor is lack of instruction in reading, math or limited English proficiency [300.534(b)]).

**Describe any additions or modifications needed to allow the child to progress in the general curriculum and, for reevaluation, meet annual goals [ARS 15-766(B)(8)].**

## Special Education Determination

This student with an **Emotional Disability**...

☐ Needs special education and related services

☐ Does **not** need special education and related services

Date Eligibility Determined \_\_\_\_\_

**Parents provided with PWN**

**Note:** The IEP must be developed within 30 days of determination of eligibility [300.343(b)(2)].

Procedures for the initial full and individual evaluation of children suspected of having a disability and for the re-evaluation of students with disabilities shall meet the requirements of IDEA and regulations, and State statutes and State Board of Education Rules [AAC R7-2-401 (D)(2)].

## Hearing Impairment Determination of Eligibility

The determination is based on the following requirements:

- ☐ \_\_\_\_\_ has a loss of hearing acuity as determined by evaluation pursuant to section 15-766, which interferes with the child's performance in the educational environment and requires the provision of special education and related services [ARS 15-761(9)].
- ☐ An audiologist has conducted an audiological evaluation [AAC R7-2-401(D)(5)(b)(1)].
- ☐ A communication/language proficiency evaluation has been conducted [AAC R7-2-401(D)(5)(b)(2)].
- ☐ The student was evaluated in all areas related to the suspected disability.

- 
- ☐ Student **does not** meet criteria for Hearing Impairment.
  - ☐ Student **does** meet criteria for Hearing Impairment (A student shall not be determined to be a child with a disability if the determinant factor is a lack of instruction in reading, math, or limited English proficiency [300.534(b)]).

**Describe any additions or modifications needed to allow the child to progress in the general curriculum and, for reevaluation, meet annual goals [ARS 15-766(B)(8)].**

## Special Education Determination

This student with a **Hearing Impairment**...

- ☐ Needs special education and related services
- ☐ Does **not** need special education and related services

Date Eligibility Determined \_\_\_\_\_

### Parents provided with PWN

**Note:** The IEP must be developed within 30 days of determination of eligibility [300.343(b)(2)].

Procedures for the initial full and individual evaluation of children suspected of having a disability and for the re-evaluation of students with disabilities shall meet requirements of IDEA and regulations, and State statutes and State Board of Education rules [AAC R7-2-401(D)(2)].

## Mild Mental Retardation Determination of Eligibility

The determination is based on the following requirements:

- ☐ \_\_\_\_\_ performance on standard measures of intellectual and adaptive behavior is between **two** and **three** standard deviations below the mean for students of the same age [ARS 15-761(14)].  
\_\_\_\_\_
- ☐ Student **does not** meet criteria for Mild Mental Retardation
- ☐ Student **does** meet criteria for Mild Mental Retardation. (A student shall not be determined to be a child with a disability if the determinant factor is lack of instruction in reading, math, or limited English proficiency [300.534(b)]).

**Describe any additions or modifications needed to allow the child to progress in the general curriculum and, for revaluation, meet annual goals [ARS 15-766(B)(8)].**

## Special Education Determination

This student with **Mild Mental Retardation...**

- ☐ Needs special education and related services
- ☐ Does **not** need special education and related services

**Date Eligibility Determined** \_\_\_\_\_

**Parents provided with PWN**

**Note:** The IEP must be developed within 30 days of determination of eligibility.  
[300.343(b)(2)]

Procedures for the full and individual evaluation of children suspected of having a disability and for the re-evaluation of students with disabilities shall meet requirements of IDEA and regulations, and State statutes and State Board of Education rules [AAC R7-2-401(D)(2)].

## Moderate Mental Retardation Determination of Eligibility

The determination is based on the following requirements:

- ☐ \_\_\_\_\_ performance on standard measures of intellectual and adaptive behavior is between **three** and **four** standard deviations below the mean for students of the same age [ARS 15-761(15)].
- ☐ The moderate mental retardation adversely affects the student's performance in the educational environment [300.7 (c)(8)]; [ARS 15-761(19)].
- ☐ The student was evaluated in all areas related to the suspected disability.

- 
- ☐ Student **does not** meet criteria for Moderate Mental Retardation.
  - ☐ Student **does** meet criteria for Moderate Mental Retardation. (A student shall not be determined to be a child with a disability if the determinant factor is lack of instruction in reading, math, or limited English proficiency [300.534(b)]).

**Describe any additions or modifications needed to allow the child to progress in the general curriculum and, for reevaluation, meet annual goals [ARS 15-766(B)(8)].**

## Special Education Determination

This student with **Moderate Mental Retardation**...

- ☐ Needs special education and related services
- ☐ Does **not** need special education and related services

Date Eligibility Determined \_\_\_\_\_

**Parents provided with PWN**

**Note:** The IEP must be developed within 30 days of determination of eligibility [300.343(b)(2)].

Procedures for the full and individual evaluation of children suspected of having a disability and for the re-evaluation of students with disabilities shall meet requirements of IDEA and regulations, and State statutes and State Board of Education rules [AAC R7-2-401(D)(2)].

## Multiple Disabilities Determination of Eligibility

The determination is based on one of the following requirements: Complete all appropriate eligibility forms.

- ☐ \_\_\_\_\_ meets the criteria for **multiple disabilities** due to learning and developmental problems that cannot be provided for adequately in a program designed to meet the needs of children with less complex disabilities. **Multiple disabilities** include any of the following conditions that require the provision of special education and related services: (a) two or more of the following conditions: (i) Hearing impairment; (ii) Orthopedic impairment; (iii) Moderate mental retardation; (iv) Visual impairment;
- ☐ A child with a disability listed in subsection (a) above existing concurrently with a condition of mild mental retardation, emotional disability, or specific learning disability [ARS 15-761(17)].
- ☐ The multiple disabilities adversely affects the student's performance in the educational environment [300.7(c)(8)]; [ARS 15-761(19)].
- ☐ The student was evaluated in all areas related to the suspected disability.

- 
- ☐ The student **does not** meet criteria for multiple disabilities.
  - ☐ The student **does** meet criteria for multiple disabilities (A student shall **not** be determined to be a child with a disability if the determinant factor is lack of instruction in reading, math, or limited English proficiency [300.534(b)]).

**Describe any additions or modifications needed to allow the child to progress in the general curriculum and, for reevaluation, meet annual goals [ARS 15-766(B)(8)].**

## Special Education Determination

This student with **Multiple Disabilities**...

- ☐ Needs special education and related services
- ☐ Does **not** need special education and related services

Date Eligibility Determined \_\_\_\_\_

## Parents provided with PWN

**Note:** The IEP must be developed within 30 days of determination of eligibility [300.343(b)(2)].

Procedures for the initial full and individual evaluation of children suspected of having a disability and for the re-evaluation of students with disabilities shall meet the requirements IDEA and regulations, and State statutes and State Board of Education rules [AAC R7-2-401(D)(2)].

## Multiple Disabilities with Severe Sensory Impairment Determination of Eligibility

The determination is based on one of the following requirements: Complete all appropriate eligibility forms.

- ☐ \_\_\_\_\_ meets the criteria for **severe visual impairment** or **severe hearing impairment** in combination with **another severe disability (Group B\*)** “Group B” includes: *autism, orthopedic impairment, moderate mental retardation, multiple disabilities, severe mental retardation, and emotional disabilities for students enrolled in private special education programs or in an intensive school district program.* (A student shall **not** be determined to be a child with a disability if the determinant factor is lack of instruction in reading, math, or limited English proficiency [300.534(b)]).
- ☐ \_\_\_\_\_ meets the criteria for **severe visual impairment and severe hearing impairment** (A student shall **not** be determined to be a child with a disability if the determinant factor is lack of instruction in reading, math, or limited English proficiency [300.534(b)]).
- ☐ The multiple disabilities with severe sensory impairment adversely affects the student’s performance in the educational environment [300.7 (c)(8)]; [ARS 15-761(19)].
- ☐ The student was evaluated in all areas related to the suspected disability.

**Describe any additions or modifications needed to allow the child to progress in the general curriculum and, for reevaluation, meet annual goals [ARS 15-766(B)(8)].**

### Special Education Determination

This student with **Multiple Disabilities Severe Sensory Impairment...**

- ☐ Needs special education and related services
- ☐ Does **not** need special education and related services

Date Eligibility Determined \_\_\_\_\_

### Parents provided with PWN

**Note:** The IEP must be developed within 30 days of determination of eligibility [300.343(b)(2)].

Procedures for the initial full and individual evaluation of children suspected of having a disability and for the re-evaluation of students with disabilities shall meet the requirements of IDEA and regulations, and State statutes and State Board of Education rules [AAC R7-2-401(D)(2)].

## Orthopedic Impairment Determination of Eligibility

**The determination is based upon the following requirements:**

- ☐ \_\_\_\_\_ has an impairment caused by congenital anomaly, disease, or other causes such as cerebral palsy or amputations [300.7 (c)(8)]; [ARS 15-761(19)].
  - ☐ The orthopedic impairment adversely affects the student's performance in the educational environment [300.7 (c)(8)]; [ARS 15-761(19)].
  - ☐ The physical disability has been verified by a doctor of medicine [R7-2-401(D)(5)(e)].
- 

- ☐ Student **does not** meet criteria for Orthopedic Impairment.
- ☐ Student **does** meet criteria for Orthopedic Impairment. (A student shall not be determined to be a child with a disability if the determinant factor is lack of instruction in reading, math, or limited English proficiency [300.534(b)]).

**Describe any additions or modifications needed to allow the child to progress in the general curriculum and, for reevaluation, meet annual goals [ARS 15-766(B)(8)].**

### Special Education Determination

This student with an **Orthopedic Impairment**...

- ☐ Needs special education and related services
- ☐ Does **not** need special education and related services

**Date Eligibility Determined** \_\_\_\_\_

### Parents provided with PWN

**Note:** The IEP must be developed within 30 days of determination of eligibility.  
[300.343(b)(2)]

Procedures for the initial full and individual evaluation of children suspected of having a disability and for the re-evaluation of students with disabilities shall meet the requirements of IDEA and regulations, and State statutes and State Board of Education rules [AAC R7-2-401(D)(2)].



## Other Health Impairment Determination of Eligibility

The determination is based on the following requirements:

- ☐ \_\_\_\_\_ has a health impairment, which means having limited strength, vitality or alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia [300.7(c)(9)(i)].
- ☐ The health impairment adversely affects the student's educational performance [300.7(c)(9)(ii)].
- ☐ The health impairment has been verified by a doctor of medicine [R7-2-401(D)(5)(c)].
- ☐ The student was evaluated in all areas related to the suspected disability.

- 
- ☐ Student **does not** meet criteria for Other Health Impairment.
  - ☐ Student **does** meet criteria for Other Health Impairment. (A student shall not be determined to be a child with a disability if the determinant factor is lack of instruction in reading, math, or limited English proficiency [300.534(b)]).

**Describe any additions or modifications needed to allow the child to progress in the general curriculum and, for reevaluation, meet annual goals [ARS 15-766(B)(8)].**

### Special Education Determination

This student with **Other Health Impairment**...

- ☐ Needs special education and related services
- ☐ Does **not** need special education and related services

Date Eligibility Determined \_\_\_\_\_

**Parents provided with PWN**

**Note:** The IEP must be developed within 30 days of determination of eligibility [300.343(b)(2)].

Procedures for the initial full and individual evaluation of children suspected of having a disability and for the re-evaluation of students with disabilities shall meet requirements of IDEA and regulations, and State statutes and State Board of Education rules [AAC R7-2-401(D)(2)].

## Preschool Moderate Delay Determination of Eligibility

The determination is based on the following requirements:

- ☐ Performance by \_\_\_\_\_ on a norm-referenced test that measures at least 1½ , but not more than 3SD, below the mean for children of the same chronological age in two or more of the following areas [ARS 15-761(24)]:

\_\_\_ *Cognitive Development*

\_\_\_ *Social & Emotional Development*

\_\_\_ *Physical Development*

\_\_\_ *Adaptive Development*

\_\_\_ *Communication Development;*

### AND

The results of the norm-referenced measure must be corroborated by information from comprehensive developmental assessment and from parental input, if available, as measured by a judgement based assessment or survey. If there is a discrepancy between the measures, the evaluation team shall determine eligibility based on a preponderance of the information presented [ARS 15-771(A)]. (A student shall not be determined to be a child with a disability if the determinant factor is a lack of instruction in reading, math, or limited English proficiency [300.534(b)] ).

- ☐ The student was evaluated in all areas related to the suspected disability.

**Describe any additions or modifications needed to allow the child to progress in the general curriculum and, for reevaluation, meet annual goals [ARS 15-766(B)(8)].**

## Special Education Determination

This student with **Preschool Moderate Delay**...

- ☐ Needs special education and related services  
☐ Does **not** need special education and related services

Date Eligibility Determined \_\_\_\_\_

**Parents provided with PWN**

**Note:** The IEP must be developed within 30 days of determination of eligibility [300.343(b)(2)].

Procedures for the initial full and individual evaluation of children suspected of having a disability and for the re-evaluation of students with disabilities shall meet the requirements of IDEA and regulations, and State statutes and State Board of Education rules [AAC R7-2-401(D)(2)].

## Preschool Severe Delay Determination of Eligibility

The determination is based on the following requirements:

- ☐ Performance by \_\_\_\_\_ on a norm-referenced test that measures more than 3 SD below the mean for children of the same chronological age in one or more of the following [ARS 15-761(25)]:

\_\_\_ *Cognitive Development*

\_\_\_ *Social & Emotional Development*

\_\_\_ *Physical Development*

\_\_\_ *Adaptive Development*

\_\_\_ *Communication Development*

### AND

The results of the norm-referenced measure must be corroborated by information from comprehensive developmental assessment and from parental input, if available, as measured by a judgement based assessment or survey. If there is a discrepancy between the measures, the evaluation team shall determine eligibility based on a preponderance of the information presented [ARS 15-771(A)]. (A student shall not be determined to be a child with a disability if the determinant factor is a lack of instruction in reading, math, or limited English proficiency [300.534(b)] ).

- ☐ The student was evaluated in all areas related to the suspected disability.

**Describe any additions or modifications needed to allow the child to progress in the general curriculum and, for reevaluation, meet annual goals [ARS 15-766(B)(8)].**

### Special Education Determination

This student with **Preschool Severe Delay...**

- ☐ Needs special education and related services  
☐ Does **not** need special education and related services

Date Eligibility Determined \_\_\_\_\_

**Parents provided with PWN**

**Note:** The IEP must be developed within 30 days of determination of eligibility [300.343(b)(2)].

Procedures for the initial full and individual evaluation of children suspected of having a disability and for the re-evaluation of students with disabilities shall meet the requirements of IDEA and regulations, and State statutes and State Board of Education rules [AAC R7-2-401(D)(2)].

## Preschool Speech/Language Determination of Eligibility

The determination is based on the following requirements:

- ☐ Performance by \_\_\_\_\_ on a norm-referenced language test that measures at least 1½ SD below the mean for children of the same chronological age, **or** [ARS 15-761(26)]:
- ☐ Speech, out of context, is unintelligible to a listener who is unfamiliar with the child.

*(Eligibility under this category is appropriate only if a comprehensive developmental assessment or norm-referenced assessment and parental input indicate that the child **is not** eligible for services under another preschool category. The evaluation team shall determine eligibility based on a preponderance of the information presented).*

### AND

The results of the norm-referenced measure must be corroborated by information from comprehensive developmental assessment and from parental input, if available, as measured by a judgement based assessment or survey. If there is a discrepancy between the measures, the evaluation team shall determine eligibility based on a preponderance of the information presented [ARS 15-771(A)]. (A student shall not be determined to be a child with a disability if the determinant factor is a lack of instruction in reading, math, or limited English proficiency [300.534(b)]).

- ☐ The student was evaluated in all areas related to the suspected disability.

**Describe any additions or modifications needed to allow the child to progress in the general curriculum and, for reevaluation, meet annual goals [ARS 15-766(B)(8)].**

### Special Education Determination

This student with **Preschool Speech/Language Delay...**

- ☐ Needs special education and related services
- ☐ Does **not** need special education and related services

Date Eligibility Determined \_\_\_\_\_

**Parents provided with PWN**

**Note:** The IEP must be developed within 30 days of determination of eligibility [300.343(b)(2)].

Procedures for the initial full and individual evaluation of children suspected of having a disability and for the re-evaluation of students with disabilities shall meet the requirements of IDEA and regulations, and State statutes and State Board of Education rules [AAC R7-2-401(D)(2)].

## Severe Mental Retardation Determination of Eligibility

The determination is based on the following requirements:

- ☐ \_\_\_\_\_ performance on standard measures of intellectual and adaptive behavior measures at least four standard deviations below the mean for children of the same age [ARS 15-761(30)].
- ☐ The severe mental retardation adversely affects the student's performance in the educational environment [300.7 (c)(8)]; [ARS 15-761(19)].
- ☐ The student was evaluated in all areas related to the suspected disability.

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☐ Student **does not** meet criteria for Severe Mental Retardation

☐ Student **does** meet criteria for Severe Mental Retardation (A student shall **not** be determined to be a child with a disability if the determinant factor is lack of instruction in reading, math, or limited English proficiency [300.534(b)]).

**Describe any additions or modifications needed to allow the child to progress in the general curriculum and, for reevaluation, meet annual goals [ARS 15-766(B)(8)].**

### Special Education Determination

This student with **Severe Mental Retardation**...

- ☐ Needs special education and related services
- ☐ Does **not** need special education and related services

Date Eligibility Determined \_\_\_\_\_

### Parents provided with PWN

**Note:** The IEP must be developed within 30 days of determination of eligibility [300.343(b)(2)].

Procedures for the initial full and individual evaluation of children suspected of having a disability and for the re-evaluation of students with disabilities shall meet the requirements of IDEA and regulations, and State statutes and State Board of Education rules [AAC R7-2-401(D)(2)].

## Specific Learning Disability Determination of Eligibility

The determination is based on the following requirements:

- ☐ \_\_\_\_\_ has a learning disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, spell, or do math calculations. It includes conditions such as perceptual disabilities, minimal brain dysfunction, dyslexia and aphasia [15-761(33)(a)(b)].
- ☐ \_\_\_\_\_ has a **severe** discrepancy between achievement and intellectual ability in one or more of the following areas [300.541(a)(1)(2)]:
  - ☐ Oral Expression                      ☐ Listening Comprehension
  - ☐ Written Expression                      ☐ Math Calculation
  - ☐ Basic Reading Skills                      ☐ Math Reasoning
  - ☐ Reading Comprehension
- ☐ The specific learning disability adversely affects the student's performance in the educational environment [300.7 (c)(8)]; [ARS 15-761(19)].
- ☐ The student was evaluated in all areas related to the suspected disability.

### MET Report Requirements:

The following requirements must be included in the MET report. If they are documented in another section of the report they do not have to be duplicated here.

- ☐ Classroom observation [300.543(3)]
- ☐ Relevant behavior noted during the observation [300.543(3)]
- ☐ Relationship of behavior to student's academic functioning [300.543(4)]
- ☐ Educationally relevant medical findings, if any [300.543(5)]
- ☐ Statement as to whether the student has a specific learning disability [300.543 (1)].
- ☐ Basis for making the determination [300.543(2)].
- ☐ A statement as to whether there is a significant discrepancy between achievement and ability which meet the public agency criteria [300.543(6)]; [R7-2-401 (D)(5)(d)].
- ☐ **Special Rule:** The team may **not** identify a child as having a Specific Learning Disability if the severe discrepancy between ability and achievement is primarily the result of a visual, hearing, or motor impairment, mental retardation, emotional disturbance or environmental, cultural or economic disadvantage [300.541(b)].

- ☐ Student **does not** meet criteria for Specific Learning Disability.
- ☐ Student **does** meet criteria for Specific Learning Disability. (A student shall not be determined to be a child with a disability if the determinant factor is lack of instruction in reading, math or limited English proficiency [300.534 (b)]).

**Describe any additions or modifications needed to allow the child to progress in the general curriculum and, for reevaluation, meet annual goals [ARS 15-766(B)].**

### Special Education Determination

This student with a **Specific Learning Disability**...

- ☐ Needs special education and related services
- ☐ Does **not** need special education and related services

Date Eligibility Determined \_\_\_\_\_

**Parents provided with PWN**

**Note:** The IEP must be developed within 30 days of determination of eligibility [300.343(B)(8)].

Procedures for the initial full and individual evaluation of children suspected of having a disability and for the reevaluation of students with disabilities shall meet the requirements of IDEA and regulations, State statutes, and State Board of Education Rules [AAC R7-2-401(D)(2)].

### MET Participants

Position/Relationship	Name	Agree	Disagree
Parent			
Parent			
Student			
Regular Education Teacher			
Special Education Teacher			
LEA Representative			
Person interpreting evaluation results			
Other(s)			

## Speech and Language Determination of Eligibility

The determination is based on the following requirements:

- ☐ \_\_\_\_\_ has a communication disorder such as stuttering, impaired articulation, severe disorders of syntax, semantics or vocabulary, or functional language skills, or a voice impairment, as determined by evaluation pursuant to ARS 15-766, to the extent that it calls attention to itself, interferes with communication, or causes a child maladjusted [ARS 15-761(34)]
- ☐ An evaluation by a certified speech/language therapist [AAC R7-2-401(D)(f)]

**For impairments limited to articulation, voice or fluency problems [AAC R7-2-401 (D)(g)]:**

- ☐ An audiometric screening within the past calendar year
- ☐ A review of academic history and classroom functioning
- ☐ An assessment of speech problem by a speech therapist, or
- ☐ An assessment of the student's functional communication skills

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☐ Student **does not** meet criteria for Speech and Language Impairment.

☐ Student **does** meet criteria for Speech and Language Impairment (A student shall not be determined to be a child with a disability if the determinate factor is lack of instruction in reading, math or limited English proficiency [300.534(b)]).

**Describe any additions or modifications needed to allow the child to progress in the general curriculum and, for reevaluation, meet annual goals [ARS 15-766(B)(8)].**

## Special Education Determination

This student with a **Speech and Language Impairment...**

- ☐ Needs special education and related services
- ☐ Does **not** need special education and related services

Date Eligibility Determined \_\_\_\_\_

**Parents provided with PWN**

**Note:** The IEP must be developed within 30 days of determination of eligibility [300.343(b)(2)].

Procedures for the initial full and individual evaluation of children suspected of having a disability and for the re-evaluation of students with disabilities shall meet the requirements of IDEA and regulations, and State statutes and State Board of Education Rules [AAC R7-2-401(D)(2)].



## Traumatic Brain Injury Determination of Eligibility

The determination is based on the following requirements:

- ☐ \_\_\_\_\_ has an acquired injury to the brain that is caused by an external physical force and that results in total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance [ARS 15-761(37)(a)].
- ☐ \_\_\_\_\_ has an open or closed head injury resulting in mild, moderate, or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgement, problem solving, sensory, perceptual and motor abilities, psychosocial behaviors, physical functions, information processing, and speech [ARS 15-761(37)(b)].
- ☐ Does **not** include brain injuries that are congenital or degenerative or brain injuries induced by birth trauma [ARS 15-761(37)(c)].
- ☐ The injury has been verified by a doctor of medicine [AAC R7-2-401(D)(5)(h)].
- ☐ The student was evaluated in all areas related to the suspected disability.

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☐ Student **does not** meet criteria for Traumatic Brain Injury.

☐ Student **does** meet criteria for Traumatic Brain Injury. (A student shall not be determined to be a child with a disability if the determinant factor is lack of instruction in reading, math, or limited English proficiency [300.534(b)]).

**Describe any additions or modifications needed to allow the child to progress in the general curriculum and, for reevaluation, meet annual goals [ARS 15-766(B)(8)].**

### Special Education Determination

This student with a **Traumatic Brain Injury**...

- ☐ Needs special education and related services
- ☐ Does **not** need special education and related services

Date Eligibility Determined \_\_\_\_\_

**Parents provided with PWN**

**Note:** The IEP must be developed within 30 days of determination of eligibility [300.343(b)(2)].

Procedures for the initial full and individual evaluation of children suspected of having a disability and for the re-evaluation of students with disabilities shall meet requirements of IDEA and regulations, and State statutes and State Board of Education rules [AAC R7-2-401(D)(2)].

#### Special Note:

For funding purposes, a student with TBI must also be listed on the school census with another disability. Therefore, the MET should select another category that most closely resembles the student's disabilities and complete that Determination of Eligibility to the extent appropriate.

## Visual Impairment Determination of Eligibility

The determination is based on the following requirements:

- ☐ \_\_\_\_\_ has a visual impairment, meaning a loss of visual acuity or loss of visual field, as determined by evaluation pursuant to ARS 15-766, that interferes with the child's performance in the educational environment and that requires the provision of special education and related services. The term includes both partial sight and blindness [ARS 15-761(38)].
- ☐ The visual impairment has been verified by an ophthalmologist [AAC R7-2-401(D)(5)(i)].
- ☐ The student was evaluated in all areas related to the suspected disability.

- 
- ☐ Student **does not** meet criteria for Visual Impairment.
  - ☐ Student **does** meet criteria for Visual Impairment. (A student shall not be determined to be a child with a disability if the determinant factor is lack of instruction in reading, math, or limited English proficiency [300.534(b)]).

**Describe any additions or modifications needed to allow the child to progress in the general curriculum and, for reevaluation, meet annual goals [ARS 15-766(B)(8)].**

## Special Education Determination

This student with **Visual Impairment**...

- ☐ Needs special education and related services
- ☐ Does **not** need special education and related services

Date Eligibility Determined \_\_\_\_\_

**Parents provided with PWN**

**Note:** The IEP must be developed within 30 days of determination of eligibility [300.343(b)(2)].

Procedures for the initial full and individual evaluation of children suspected of having a disability and for the reevaluation of students with disabilities shall meet requirements of IDEA and regulations, and State statutes and State Board of Education rules [AAC R7-2-401(D)(2)].

## **Appendix**

## Appendix A

### Individuals with Disabilities Education Act- Regulations

#### **Procedures for Evaluation and Determination of Eligibility**

##### **§300.530 General.**

Each SEA shall ensure that each public agency establishes and implements procedures that meet the requirements of §§300.531-300.536.

(Authority: 20 U.S.C. 1414(b)(3); 1412(a)(7))

##### **§300.531 Initial evaluation.**

Public agency shall conduct a full and individual initial evaluation, in accordance with §§300.532 and 300.533, before the initial provision of special education and related services to a child with a disability under Part B of the Act. (Authority 20 U.S.C. 1414(a)(1))

##### **§§300.532 Evaluation Procedures.**

Each public agency shall ensure, at a minimum, that the following requirements are met:

- (a) (1) Tests and other evaluation materials used to assess a child under Part B of the Act-
  - (i) Are selected and administered so as not to be discriminatory on a racial or cultural basis; and
  - (ii) Are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so; and
- (2) Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.
- (b) A variety of assessment tools and strategies are used to gather relevant functional and developmental information about the child, including information provided by the parent, and information related to enabling the child to be involved in and progress in the general curriculum (or for a preschool child, to participate in appropriate activities), that may assist in determining-
  - (1) Whether the child is a child with a disability under §300.7; and
  - (2) The content of the child's IEP.
- (c) (1) Any standardized tests that are given to a child-
  - (i) Have been validated for the specific purpose for which they are used; and
  - (ii) Are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the tests.
- (2) If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions (e.g., the qualifications of the person administering the test or the method of test administration) must be included in the evaluation report.
- (d) Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designated to provide a single general intelligence quotient.
- (e) Tests are selected and administered so as best to ensure that if a test is administered to a child with impaired sensory, manual, or speaking skills, the tests results accurately reflect the child's aptitude or achievement level or whatever other factors the tests purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).
- (f) No single procedure is used as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.
- (g) The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.
- (h) In evaluating each child with a disability under §§300.531-300.536, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has classified.
- (i) The public agency uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- (j) The public agency uses assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child.

[(Authority: 20 U.S.C. 1412(a)(6)(B), 1414(b)(2) and (3)]

## Appendix B

### Arizona Revised Statutes

#### **ARS-15-761 (full text)**

1. “Autism” means a developmental disability that significantly affects verbal and nonverbal communication and social interaction and that adversely affects educational performance. Characteristics include irregularities and impairments in communication, engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines and unusual responses to sensory experiences. Autism does not include children with characteristics of emotional disability as defined in this section.
2. “Child with a disability” means a child who is at least three but less than twenty-two years of age, who has been evaluated pursuant to section 15-766 and found to have at least one of the following disabilities and who, because of the disability, needs special education and related services:
  - (a) Autism.
  - (b) Emotional disability.
  - (c) Hearing impairment.
  - (d) Other health impairments.
  - (e) Specific learning disability.
  - (f) Mild, moderate or severe mental retardation.
  - (g) Multiple disabilities.
  - (h) Multiple disabilities with severe sensory impairment.
  - (i) Orthopedic impairment.
  - (j) Preschool moderate delay.
  - (k) Preschool severe delay.
  - (l) Preschool speech/language delay.
  - (m) Speech/language impairment.
  - (n) Traumatic brain injury.
  - (o) Visual impairment.
3. “Educational disadvantage” means a condition which has limited a child’s opportunity for educational experience resulting in a child achieving less than a normal level of learning development.
4. “Eligibility for special education” means the pupil must have one of the disabilities contained in paragraph 2 of this section and must also require special education services in order to benefit from an educational program.
5. “Emotional disability”:
  - (a) Means a condition whereby a child exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects the child’s performance in the educational environment:
    - (i) An inability to learn which cannot be explained by intellectual, sensory or health factors.
    - (ii) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
    - (iii) Inappropriate types of behavior or feelings under normal circumstances.
    - (iv) A general pervasive mood of unhappiness or depression.
    - (v) A tendency to develop physical symptoms or fears associated with personal or school problems.
  - (b) Includes children who are schizophrenic but does not include children who are socially maladjusted unless they are also determined to have an emotional disability as determined by evaluation as provided in section 15-766.
6. “Exceptional child” means a gifted child or a child with a disability.
7. “Foster Parent” means a person who may serve as the parent of a child with disabilities if that person has an

on-going, long-term parental relationship with the child, is willing to make educational decisions for the child and has no personal interest that would conflict with the interests of the child.

8. “Gifted child” means a child who is of lawful school age, who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs special instruction or special ancillary services, or both, to achieve at levels commensurate with the child’s intellect and ability.
9. “Hearing impairment” means a loss of acuity as determined by evaluation pursuant to section 15-766, which interferes with the child’s performance in the educational environment and requires the provision of special education and related services.
10. “Home school district” means the school district in which the person resides who has legal custody of the child, as provided in section 15-824, subsection B. If the child is a ward of the state and a specific person does not have legal custody of the child, the home school district is the district that the child last attended or, if the child has not previously attended a public school in this state, the school district within which the child currently resides.
11. “Individualized education program” means a written statement, as defined in 20 United States code sections 1401 and 1412, for providing special education services to a child with a disability that includes the pupil’s present levels of educational performance, the annual goals and short-term objectives or benchmarks for evaluating progress toward those goals and the specific special education and related services to be provided.
12. “Individualized education program team” means a team whose task is to develop an appropriate educational program for the child and that includes:
  - (a) The Parent.
  - (b) At least one of the child’s regular teachers.
  - (c) One of the child’s special education teachers.
  - (d) A representative of the public agency that is qualified to provide or supervise the provision of instruction that is designed specifically for children with disabilities who is knowledgeable about general curriculum and the availability of resources.
  - (e) A person who can interpret the instructional implications of the evaluation results.
  - (f) The child, if appropriate.
  - (g) At the discretion of the parent or the public agency, other persons with knowledge or special expertise about the child.
13. “Mental retardation” means a significant impairment of general intellectual functioning that exists concurrently with deficits in adaptive behavior and that adversely affects the child’s performance in the educational environment.
14. “Mild mental retardation” means performance on standard measures of intellectual and adaptive behavior between two and three standard deviations below the mean for children of the same age.
15. “Moderate mental retardation” means performance on standard measures of intellectual and adaptive behavior between three and four standard deviations below the mean for children of the same age.
16. “Multidisciplinary evaluation team” means a team of persons, including individuals described as the Individual Education Program Team and other qualified professionals, who shall determine whether a child is eligible for special education.
17. “Multiple disabilities” means learning and developmental problems resulting from multiple disabilities as determined by evaluation pursuant to section 15-766 that cannot be provided for adequately in a program designed to meet the needs of children with less complex disabilities. Multiple disabilities include any of the following conditions

that require the provision of special education and related services:

- (a) Two or more of the following conditions:
  - (i) Hearing impairment.
  - (ii) Orthopedic impairment.
  - (iii) Moderate mental retardation.
  - (iv) Visual impairment.
- (b) A child with a disability listed in subdivision (a) of this paragraph existing concurrently with a condition of mild mental retardation, emotional disability or specific learning disability.

- 18. “Multiple disabilities with severe sensory impairment” means multiple disabilities that include at least one of the following:
  - (a) Severe visual impairment or severe hearing impairment in combination with another severe disability.
  - (b) Severe visual impairment and severe hearing impairment.
- 19. “Orthopedic impairment” means one or more severe orthopedic impairments and includes those that are caused by congenital anomaly, disease and other causes, such as amputation or cerebral palsy, and that adversely affect a child’s performance in the educational environment.
- 20. “Other health impairments” means limited strength, vitality or alertness including heightened alertness to environmental stimuli due to chronic or acute health problems, which adversely affect a pupil’s educational performance.
- 21. “Out-of-home care” means the placement of a child with a disability outside of the home environment and includes twenty-four hour residential care, group care or foster care on either a full-time or part-time basis.
- 22. “Parent” means the natural or adoptive parent of a child, the legal guardian of a child, a relative with whom a child resides and who is acting as the parent of that child or a surrogate parent who has been appointed for a child pursuant to section 15- 763.01 or a foster parent as defined in this section.
- 23. “Preschool child” means a child who is at least three years of age but who has not reached the required age for kindergarten, subject to section 15-771, subsection F.
- 24. “Preschool moderate delay” means performance by a preschool child on a norm- referenced test that measures at least one and one-half, but not more than three, standard deviations below the mean for children of the same chronological age in two or more of the following areas:
  - (a) Cognitive development.
  - (b) Physical development.
  - (c) Communication development.
  - (d) Social or emotional development.
  - (e) Adaptive development.

The results of the norm-referenced measure must be corroborated by information from a comprehensive developmental assessment and from parental input, if available, as measured by a judgment based assessment or survey. If there is a discrepancy between the measures, the evaluation team shall determine eligibility based on a preponderance of the information presented.
- 25. “Preschool severe delay” means performance by a preschool child on a norm- referenced test that measures more than three standard deviations below the mean for children of the same chronological age in one or more of the following areas:
  - (a) Cognitive development.
  - (b) Physical development.
  - (c) Communication development.
  - (d) Social or emotional development.
  - (e) Adaptive development.

The results of the norm-referenced measure must be corroborated by information from a comprehensive developmental assessment and from parental input, if available, as measured by a judgment based assessment or survey. If there is a discrepancy between the measures, the evaluation team shall determine eligibility based on a preponderance of the information presented.

26. “Preschool speech/language delay” means performance by a preschool child on a norm-referenced language test that measures at least one and one-half standard deviations below the mean for children of the same chronological age or whose speech, out of context, is unintelligible to a listener who is unfamiliar with the child. Eligibility under this paragraph is appropriate only if a comprehensive developmental assessment or norm-referenced assessment and parental input indicate that the child is not eligible for services under another preschool category. The evaluation team shall determine eligibility based on a preponderance of the information presented.
27. “Prior written notice” means notice that includes a description of the action proposed or refused by the school, an explanation of why the school proposes or refuses to take the action, a description of any options the school considered and the reasons why those options were rejected, a description of each evaluation procedure, test, record or report the school used as a basis for the proposal or refusal, a description of any other factors that were relevant to the school’s proposal or refusal and a full explanation of all of the procedural safeguards available to the parent and a listing of sources for the parents to contact to obtain assistance in understanding the notice.
28. “Related services” means those supportive services, as defined in 20 United States Code Section 1401, that are required to assist a child with a disability who is eligible to receive special education services in order for the child to benefit from special education.
29. “Residential special education placement” means the placement of a child with a disability in a public or private residential program, as provided in section 15-765, subsection G, in order to provide necessary special education and related services as specified in the child’s individualized education program.
30. “Severe mental retardation” means performance on standard measures of intellectual and adaptive behavior measures at least four standard deviations below the mean for children of the same age.
31. “Special education” means the adjustment of the environmental factors, modification of the course of study and adaptation of teaching methods, materials and techniques to provide educationally for those children who are gifted or disabled to such an extent that they need specially designed instruction in order to receive educational benefit. Difficulty in writing, speaking or understanding the English language due to an environmental background wherein a language other than English is spoken primarily or exclusively shall not be considered a disability that requires special education.
32. “Special education referral” means a written request for an evaluation to determine whether a pupil is eligible for special education services that, for referrals not initiated by a parent, includes documentation of appropriate efforts to educate the pupil in the regular education program.
33. “Specific learning disability”:
  - a) Specific learning disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations
  - b) Includes such conditions as perceptual disabilities, minimal brain dysfunction, dyslexia and aphasia.
  - c) Does not include learning problems which are primarily the result of visual, hearing, motor or emotional disabilities, of mental retardation or of environmental, cultural or economic disadvantage.



34. “Speech/language impairment” means a communication disorder such as stuttering, impaired articulation, severe disorders of syntax, semantics or vocabulary, or functional language skills, or a voice impairment, as determined by evaluation pursuant to section 15-766, to the extent that it calls attention to itself, interferes with communication or causes a child to be maladjusted.
35. “State placing agency” has the same meaning prescribed in section 15-1181.
36. “Surrogate parent” means a person who has been appointed by the court pursuant to section 15-763.01 in order to represent a child in decisions regarding special education.
37. “Traumatic brain injury” :
  - a) means an acquired injury to the brain that is caused by an external physical force and that results in total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance.
  - b) Applies to open or closed head injuries resulting in mild, moderate or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing and speech.
  - c) Does not include brain injuries that are congenital or degenerative or brain injuries induced by birth trauma.
38. “Visual impairment” means a loss in visual acuity or a loss of visual field, as determined by evaluation pursuant to section 15-766, that interferes with the child’s performance in the educational environment and that requires the provision of special education and related services.

**ARS-15-766(B)(C)(D)**

- B. Before a child is placed in a special education program an evaluation shall be made of the capabilities and limitations of the child. The evaluation shall be made by a team or group of professional education evaluation specialists with expertise in areas relevant to the child’s disabilities or suspected disabilities and under the direction of the chief administrative official of the school district or county or such person officially designated as responsible for special education. The results of the comprehensive evaluation shall be considered by the multidisciplinary evaluation team in determining a pupil’s eligibility for special education. The school district or county may conduct joint educational evaluations, directly or indirectly with the department of economic security, the department of health services, the department of juvenile corrections and the juvenile courts, or the school district may contract with any state agency or department for all or a portion of the components of the educational evaluations required by this section. The determination of eligibility for special education services is solely the responsibility of the multidisciplinary evaluation team. The evaluation pursuant to this section shall contain in writing, but is not limited to:
  1. A review of current evaluations, including types of tests and the results of those tests.
  2. Information provided by the parents, including medical and developmental information and history.
  3. Educational history, including the reason for referral, current classroom based assessments and observations by teachers and related service providers.
  4. Documentation of whether the child’s educational problems are related to or resulting from reasons of educational disadvantage.
  5. A determination of whether the child has a category of disability as defined in section 15-761.

6. The child's present levels of academic performance and current educational needs.
  7. A determination of whether the child needs special education and related services.
  8. A determination of whether any additions or modifications are needed to allow the child to progress in the general curriculum.
- C. The results of the evaluation shall be submitted in writing and with recommendations to the chief administrative official of the school district or county or to such person designated by the chief administrative official as responsible for special education.
- D. Any of the evaluation components that are enumerated in subsection B of this section, that are less than three years old and that are appropriate to consider under the specific circumstances may be shared by and among state agencies for the purpose of expediting completion of the evaluation and placement process.



## **Appendix C**

### **Arizona Administrative Code**

#### **AAC-R-7-2-401**

##### **D. Evaluation/Re-evaluation**

1. Each public agency shall establish, implement, disseminate to its school-based personnel, and make available to parents within its boundaries of responsibility, written procedures for the initial full and individual evaluation of students suspected of having a disability, and for the reevaluation of students previously identified as being eligible for special education.
2. Procedures for the initial full and individual evaluation of children suspected of having a disability and for the reevaluation of students with disabilities shall meet the requirements of IDEA and regulations, and State statutes and State Board of Education Rules.
3. The initial evaluation of a child being considered for special education shall be completed as soon as possible, but shall not exceed 60 calendar days from receipt of informed written consent. If the public agency initiates the evaluation, the 60-day period shall commence with the date of receipt of informed written consent and shall conclude with the date of the Multidisciplinary Evaluation Team (MET) determination of eligibility. If the parent requests the evaluation and the MET concurs, the 60-day period shall commence with the date that the written parental request was received by the public agency and shall conclude with the date of the MET determination eligibility.
4. The public agency may accept current information about the student from another State, public agency, or independent evaluator. In such instances, the Multidisciplinary Evaluation Team shall be responsible for reviewing and approving or supplementing an evaluation to meet the requirements identified in subsection (D)(1) through (6) of AAC-R7-2-401.

## Appendix D

### Categories of Disability Definitions

CATEGORY	IDEA '97	ARS	AAC
Autism	300.7(c)(1)	15-761(1)	
Emotional Disability	300.7(c)(4)*	15-761(5)	R7-2-401(D)(5)(a)
Hearing Impairment	300.7(c)(3)(5) 15-761(9)	R7-2-401(D)(5)(b)	
Mental Retardation	300.7(c)(6)	15-761(13)	
Mild Mental Retardation	300.7(c)(6)	15-761(14)	
Moderate Mental Retardation	300.7(c)(6)	15-761(15)	
Multiple Disabilities	300.7(c)(7)	15-761(17)	
Multiple Disabilities with Severe Sensory Impairment	300.7(c)(2)	15-761(18)	
Orthopedic Impairment	300.7(c)(8)	15-761(19)	R7-2-401(D)(5)(e)
Other Health Impairment	300.7(c)(9)	15-761(20)	R7-2-401(D)(5)(c)
Preschool Moderate Delay		15-761(24)	
Preschool Severe Delay		15-761(25)	
Preschool Speech-Language Delay		15-761(26)	
Related General Information	300.532(b)	15-771(A)(E)(G)	
Severe Mental Retardation	300.7(c)(6)	15-761(30)	
Specific Learning Disability	300.7(10) 300.541-300.543	15-761(33)	R7-2-401(D)(5)(d)
Speech/Language Impairment	300.7 (c)(11)	15-761 (34)	R7-2-401(D)(5)(f)(g)
Traumatic Brain Injury	300.7 (a)(12)	15-761(37)	R7-2-401(D)(5)(h)
Visual Impairment	300.7(c)(13)	15-761(38)	R7-2-401(D)(5)(i)

\* Refers to “Emotional Disturbance”

## Appendix E

### Evaluation Definitions

#### **Accommodations:**

Provisions made in how a student accesses and demonstrates learning. These do not substantially change the instructional level, the content or the performance criteria. The changes are made in order to provide the student equal access to learning and equal opportunity to demonstrate what is known.

#### **Adaptations:**

Changes made to the environment, curriculum, and instruction and/or assessment practices in order for a student to be successful learner. Adaptations include accommodations and modifications. Adaptations are based on an individual students strengths and needs.

#### **Assistive Technology:**

Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

#### **Modifications:**

Substantial changes in what a student is expected to learn and to demonstrate. Changes may be made in the instructional level, the content or the performance criteria. Such changes are made to provide a student with meaningful and productive learning experiences, environments, and assessments based on individual needs and abilities.

#### **Observations**

Formal and informal documentation of student performance. Examples include the following;

##### General Observations:

Examples of observations, completed by teachers, related service providers, parents, and/or other members of school staff, could include informal reflections on students performance and/or formal observations completed in a structured setting. Considerations to include in observations could include numbers in a learning group, subject matter of the instruction, the behavior of the student as compared to peers in class, and/or the relationship of behavior to academic functioning.

##### Observations During Testing:

Examples of observations during testing could include characteristic(s) or behavior(s) that may have an impact on the evaluation process or results.

##### Observations in Other Settings:

Examples of observations in other settings could include activity level (calm, hyperactive, reticent, persistent, gives up easily, etc), attention (adequate, interested, easily distracted, situational, etc), maturity, and adult relationships (friendly, hostile, indifferent, silly, etc)

##### Interviews/Reviews of Records:

Examples of interviews or review of records could include a discussion as to how these interviews/ records impact the student in the learning environment.

## **Evaluation Considerations**

### **Cultural Disadvantage**

Examples of cultural considerations include language, SES, values/expectations, parental involvement

### **Economic Disadvantage**

Examples of economic considerations include SES, involvement with other social agencies, family history, family illness, natural economic disasters, lack of community resources

### **Educational Disadvantage**

Examples of educational considerations include poor attendance, number of schools, retentions, teaching effectiveness, student-teacher relationships, lack of preschool services, lack of community resources

### **Educational History**

Examples of educational history includes previous school attended, retentions, previous grades, discussions of previous interventions, discussions of previous evaluation results, comments from current teacher(s), attendance patterns

### **Educationally Relevant Medical Information and Developmental History\***

Examples of educationally relevant medical information and developmental history include pregnancy and delivery, developmental milestones, hospitalizations, explanations of visual-auditory history (glasses, hearing aides, auditory trainer), fine/gross motor status, prenatal conditions, accidents, illnesses, injuries, medical conditions, medications (current, significant medications history)

### **Environmental**

Examples of environmental considerations include socioeconomic status, community experience, family history, family mobility

### **Family History**

Examples of family history include family structure and recent changes in family structure, occupation of parents, education level of parents, number of and age(s) of siblings, histories of disabilities, birth defects, etc., how was determination of primary language of home/child made, other relevant cultural issues

### **Reason for Referral**

Examples of reason for referral include the initiation of referral (Who?What?Why?), reasons [( re-evaluation, specific skill deficit(s)], and suspected area of disability(s).

